



Greenfields School

Policy for

Special Educational Needs & Disability (SEND)

General Statement of Intent

The Head Teacher and staff of Greenfields School recognise that the school has been developed to provide for pupils who, by virtue of their special educational, emotional, social and behavioural needs, have been identified as unable to access the educational opportunities available in mainstream schools. Greenfields aims to provide the highest possible educational opportunity for all its pupils whilst understanding that many of their early life traumas will present barriers to learning. In addition many of the children will have had disrupted schooling or episodes of non-attendance as a result of constant changes to their care placements.

"Children who are troubled and suffering from emotional distress find it difficult to be available for learning." (Greenhalgh 1994)

This policy should be read in conjunction with the Safeguarding and Child Protection policies as we are aware that for children with social, emotional and behavioural difficulties (SEBD) and SEND there is an increased vulnerability and additional needs which staff should be aware of.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or*
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions*

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Schools must also have regard to statutory guidance re supporting pupils with medical conditions (DfE 2014).

Local Authorities and their partner commissioning bodies now have responsibility for developing joint arrangements for commissioning services to improve outcomes for 0 to 25-year-old children and young people who have special educational needs (SEN) or disabilities, including those with Education Health and Care (EHC) plans.

Section 25 of the Children and Families Act 2014 places a duty on local authorities that should ensure integration between educational provision and training provision, health and social care provision, where this would promote wellbeing and improve the quality of provision for disabled young people and those with SEN. This is a very important aspect for the pupils of Greenfields School as it ensures an entitlement to the best possible outcomes.

Greenfields School aims to provide access to a broad and balanced education, including the National Curriculum, through differentiation of activities and opportunities to ensure that pupils are able to work towards their full potential and with the aim of recognising positive achievement wherever possible and however small.

We also believe that an essential part of the school's responsibility to its children is to attempt to obtain for them any necessary support from other agencies, which will enhance their opportunities to succeed, whether this be educational or non-educational provision.

Fundamental Principles

- *All children are entitled to have their particular needs recognised and addressed*
- *To promote children's self esteem in order that they can achieve their personal best and become confident learners*
- *Meeting special educational needs is the responsibility of all staff at the school and in this they can draw on the expertise and resources of the whole staff team*
- *Building strong relationships with key workers will support and hold the children*
- *Using the clinical and therapeutic support available for children and staff will enable greater understanding of the emotional needs of the children*
- *The education of the children will be more effective if pupils, their key-workers and Local Authorities (LAs) are fully involved in partnership with the school*

Aims

- *To provide for the needs of the individual child as either assessed at initial referral and admission or through their formalised assessment and Statement of Educational Need or EHC plan*
- *To review progress on a regular basis using teacher assessment and recording this using B Squared, reporting this progress to parents, carers and Las*
- *To encourage children to participate in the decision making process about their educational needs and targets and the support which will help them achieve these*

- *To increase the child's self esteem*
- *To provide a safe environment in which children feel secure enough to express emotions and feelings*
- *To be valued as an individual as well as a worthwhile member of the therapeutic community*
- *To encourage the children to take responsibility for their own behaviour*
- *To establish a positive work ethic*
- *To provide education, in its broadest sense, which is both pertinent and enjoyable*
- *To develop children's competence in basic skills – academic, communication, interpersonal and social*
- *For children to see the value of education and appreciate the fact that it is a lifelong experience*

Roles and Responsibilities:

Head Teacher:

- *Overall responsibility for SEN provision*
- *Designated Child Protection Co-ordinator liaising with the Director of the Community and all staff*
- *Liaison with Trustees, Governance Board and LAs with regard to reports on SEN provision*
- *SENCo responsibilities including:*
- *Day to day operation of SEN policy*
- *Liaising with and advising teachers/learning support assistants*
- *Reviewing ILPs? with teachers*
- *Liaising with LAs and other external services/agencies*
- *Contributing to in-service training of staff*
- *Managing the Statementing procedure and provision for Statemented children*

- *Designated teacher for Children in Care*

Teachers:

- *Planning differentiated learning experiences for the children in their care*
- *Assessing individual pupil's needs*
- *Reporting to children's LAC/CIC reviews and Annual Reviews*
- *Target setting for ILP and PEPs*
- *Completing B Squared assessments*

Learning Support Assistants:

- *Working under direction from the Class Teacher to support children to meet their targets*
- *Individual and/or group support*
- *Speech and Language Therapy support*
- *Social skills support*
- *Emotional Literacy support*

Success Criteria:

This will be evidenced by the progress made by all children which could include:

- ✓ *Closing the attainment gap between the child and their peers*
- ✓ *Preventing the attainment gap growing wider*
- ✓ *Matching or improving on the child's previous rate of progress*
- ✓ *Ensuring access to the full curriculum*
- ✓ *Demonstrating improvement in self-help, social or personal skills*
- ✓ *Demonstrating improvements in the child's behaviour or emotional well being*

Assessment:

Standardised tests for reading, spelling and comprehension are used on a six monthly basis to inform progress against national norms. Baseline assessment covers English, Maths, Verbal and Non-verbal reasoning. Progress is monitored using B Squared. Emotional assessment is done on a termly basis and is overseen by the Clinical Education Support Assistant (CESA).

Review and Monitoring:

ILPs are reviewed on a termly basis (three times a year) to inform specific planning and assessment needs as well as target setting.

LAC/CIC Reviews are 6 monthly and written reports are submitted by the class teacher. Children review the six month period with an adult and complete LA forms to this end. Personal Education Plans (PEPs) are reviewed three times a year and may coincide with LAC/EHC Reviews and new targets set with the child and their Key-worker, Head Teacher and Social Worker. These new targets are then linked with the child's IEP.

Reviews of Statements and/or EHC plans are undertaken Annually with all agencies concerned with the child's welfare and education being invited to participate.

The SEN policy is reviewed annually at the end of the Academic year, unless specific legislation comes into force at other times requiring earlier review.